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ABSTRACT

Findings of the second product evaluation of the Saginaw, Michigan School District's state-funded prekindergarten program for at-risk 4-year-olds are reported. The Piaget-based program involves seven component areas: cognitive, psychomotor, affective, parent participation and education, curriculum, staff development, and community collaboration and participation. The major outcome question was: Did the program attain the 26 objectives it set out to accomplish? Data were collected on the Prekindergarteen Saginaw Objective Reference Test, the Affective Rating Scale, a Parents as Partners sheet, and existing records. The 1989-90 Chapter 1 prekindergarten program served 442 children at 16 elementary schools. Evaluation data indicated that in its second year of operation, the program was quite successful, with 21 of 26 objectives attained. Recommendations for program improvement are offered. Nine appendices provide related material. (RH)

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EVALUATION REPORT

MICHIGAN EARLY CHILDHOOD EDUCATION
PRESCHOOL PROGRAM PRODUCT
EVALUATION REPORT

1989-90

DEPARTMENT OF EVALUATION SERVICES
- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

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SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw, Michigan

PS 018856

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MICHIGAN EARLY CHILDHOOD EDUCATION
PRESCHOOL PROGRAM PRODUCT
EVALUATION REPORT

1989-90

An Approved Report of the
DIVISION OF ADMINISTRATION AND PERSONNEL
Department of Evaluation, Testing, and Research

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June, 1990

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PROGRAM DESCRIPTION

This is the second year the School District of the City of Saginaw has operated a state funded prekindergarten program for "at risk" four year old children. The District has operated for the past nineteen years a federally funded (Chapter 1 of the Educational Consolidation and Improvement Act) prekindergarten program for children coming from the inner city. Thus Saginaw is no stranger to prekindergarten programming and the two programs are essentially the same except for funding source and the process to identify eligible four year olds.

The factors which place four year olds "at risk" of becoming educationally disadvantaged are essential to the identification of those to be included in the Michigan Early Childhood Education Preschool (MECEP) program. Four year olds selected for participation in MECEP must have shown one or more of the following "at risk" factors:

> Score of 21 or less on the 27 item Prekindergarten Readiness Screening Device (PRSD); low birth weight; physical and/or sexual abuse and neglect; nutritionally deficient; developmentally delayed; long-term or chronic illness; diagnosed handicapping condition (mainstreamed); lack of a stable support system or residence; destructive or violent temperament; substance abuse or addiction; language deficiency or immaturity; non-English or limited English speaking household; family history of low school achievement or dropout; family history of delinquency; family history of diagnosed family problems; low parental/sibling educational attainment or illiteracy; single parent; unemployed parent/parents; low family income; parental loss by divorce or death; teenage parent; chronically ill parent: physical, mental or emotional; incarcerated parent; housing in rural or segregated area; and rural or isolated setting.*

*(From 1989-90 Application For State Allocation Grant, Early Childhood Education Program, page 11 with local criteria of PRSD added as suggested.)

The MECEP operated at sixteen elementary sites*: Baillie, Coulter (p.m. only), Fuerbringer (p.m. only), Haley, Handley (p.m. only), Heavenrich, Herig, Jerome, Kempton (p.m. only), Longstreet (a.m. only), Merrill Park, Morley, John Moore (a.m. only), Salina (a.m. only), Webber I, and Webber II (p.m. only). A total of 442 pupils took part in this year's program. The program concluded on June 1, 1990.

The MECEP program is based upon the Piagetian concept that a child develops intellectually in a stimulating environment. Preschoolers are provided with an environment in which they receive positive reinforcement for reaching out, experimenting, seeking, and attaining new knowledge. Free and structured experimentation with common objects provide learners with information and a repertoire of actions on objects to enable them to explore the properties of unfamiliar things. Manipulative materials provide children with many problem-solving developmental activities. The daily schedule includes experiences in the areas of affective, fine and gross motor skills, physical and social knowledge, and parent participation.

Language and concept development is constantly encouraged and reinforced. The school environment is characterized by: consistency, behavior modification, interest centers, decision-making on the part of the students, and pupil participation with freedom and responsibility.

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*At the start of the school year 10 sites were funded through MECEP but a change in funding was made January 30, 1990 so that 16 sites were charged to MECEP funds. This change included the opening of a new MECEP site at John Moore in January, 1990. See Appendix A for the details of this change.

The overall goal of the program is to provide four year olds with an environment that will enable them to develop school readiness skills. There are seven program component areas: cognitive, psychomotor, affective, parent participation/education, curriculum, staff development, and community collaboration/participation components (see Appendix B for the objectives in each component).

EVALUATION PROCEDURES

This report presents the results of the second product evaluation of the MECEP program. A process evaluation was also conducted this year, and these findings are reported in a separate report.

Product Evaluation

A product evaluation measures the end results of a particular program. The major product (or outcome) question was: Did the program attain the objectives it set out to accomplish?

To answer this question relative to the cognitive and psychomotor objectives, the Prekindergarten Saginaw Objective Reference Test (PK-SORT) was used to assess student achievement (see Appendix C for a copy of the PK-SORT). The PK-SORT included 31 items dealing with both psychomotor and cognitive program areas. The first 17 items measured the program's nine cognitive objectives while the remaining 14 dealt with the four fine and gross motor objectives. The post-test only administration of PK-SORT took place from May 7-18, 1990.

The outcome of the affective objectives was measured by a pre- and post-test administration (February 20-24, 1989 and May 21-25, 1990 respectively) of the Affective Rating Scale (ARS). The ARS is an 18 item checklist dealing with seven affective objectives (see Appendix D for a copy of the ARS).

The Parents as Partners Sheet was the evaluation instrument used by each teacher to record the amount and type of parent participation that occurred during the year (and measures the three parent participation objectives).

The three final objectives related to curriculum, community/collaboration/participation and staff development used existing recordkeeping systems maintained by the program supervisor to obtain data relative to meeting or not meeting the criterion of each objective.

PRESENTATION AND ANALYSIS OF PRODUCT DATA

Prekindergarten Saginaw Objective Referenced Tests (PK-SORT)

The results of the PK-SORT administered during May 7-18, 1990 to MECEP prekindergarten pupils are presented. PK-SORT results will be reported separately for both cognitive and psychomotor subtest areas. The following results are based upon the testing of pupils in May. Summary post-test data for the cognitive subtest are contained in Table 1 below. The cognitive subtest measures nine objectives.

TABLE 1. SUMMARY OF NUMBER AND PERCENT OF MECEP PUPILS ATTAINING OBJECTIVES OF THE PREKINDERGARTEN SORT COGNITIVE SUBTEST MAY, 1990.

Obj. #	Objective Description	Standard	Pupils			Attainment of Objective
			Tested #	Attaining Standard #	%	
1	Physical Knowledge	80% of the pupils will correctly respond to 2 of 3 related items	425	395	92.9	Yes
2	Social Knowledge	80% of the pupils will correctly respond to at least 3 of 4 related items	425	402	94.6	Yes
3	Knowledge: Classification	50% of the pupils will apply 2 criteria for sorting	425	325	76.5	Yes
4	Knowledge: Logical-Mathematical -Seriation	70% of the pupils will answer at least 1 of 2 related items	425	317	74.6	Yes
5	Spatio-Temporal Knowledge: Structure of Time	50% of the pupils will respond correctly to at least 50% of the items	425	324	76.2	Yes
6	Expressive Language: Labeling	85% of the pupils will label at least 4 objects in a picture	425	418	98.4	Yes
7	Expressive Language: Mean Length of Utterance	80% of the pupils will use a sentence of 5 or more words	425	370	87.0	Yes
8	Expressive Language: Semantics	65% of the pupils will use at least 3 of 5 elements of fluency	425	165	38.8	No
9	Expressive Language: Plot Extension/ Expansion	50% of the pupils will use at least 1 element of plot extension in their description	425	343	80.7	Yes

Analysis of the data contained in the above table reveals the following:

- MECEP pupils attained eight of the nine cognitive objectives.
- The objective not meeting the mastery criteria was Expressive Language: Semantics.
- Objective 6 (Expressive Language: Labeling) demonstrated the greatest percentage of attainment (98.4%).

Summary data for the psychomotor subtest are presented in Table 2 which follows. The psychomotor subtest measures four objectives

TABLE 2. SUMMARY OF NUMBER AND PERCENT OF MECEP PUPILS ATTAINING OBJECTIVES ON THE PREKINDERGARTEN SORT PSYCHOMOTOR SUBTEST MAY, 1990.

Obj. #	Objective Description	Standard	Pupils			Attainment of Objective
			Tested #	Attaining Standard #	%	
10	Fine Motor Coordination	80% of the pupils will perform at least 3 of 4 activities	425	394	92.7	Yes
11	Spatio-Temporal Knowledge: Structuring of Space (Order)	65% of the pupils will correctly pattern a topological relationship	425	292	68.7	Yes
12	Representation at the Symbol Level: Specific Shapes	65% of the pupils will copy 3 of 4 shapes	425	257	60.5	No
13	Gross Motor Coordination	80% of the pupils will complete at least 3 of 4 movements	425	384	90.4	Yes

Analysis of the above data reveals the following results:

- MECEP pupils attained three of the four objectives.
- Objective 12 (Representation at the Symbol Level: Specific Shapes) showed the lowest attainment (60.5%). However, this result comes very close to attaining the mastery standard of 65%.
- Objective 10 (Fine Motor Coordination) demonstrated the highest attainment (92.7%).

The presentation of cognitive and psychomotor post-test achievement data by building are shown in Appendix E.

Affective Rating Scale (ARS)

The outcome of the affective objectives was measured by a pre- and post-test administration (October 9-13, 1989 and May 21-25, 1990 respectively) of the 18-item Affective Rating Scale (ARS). A total of 217 MECEP pupils were pre- and post-tested.* For these pupils to show attainment on an objective the average post-test score must increase one score point or more in the positive direction over the pre-test score. Mean pre- and post-test plus objective attainment results for the seven affective objectives are captured in Table 3 below.

*As the school year started ten MECEP sites were operating and all of these administered the ARS on a pre-test basis. As of January 30, 1990 six additional sites were then funded under MECEP. Since the late addition of these sites no attempt was made to administer the ARS on a pre-test basis.

TABLE 3. SUMMARY OF OBJECTIVE ATTAINMENTS* BASED ON MEAN RATINGS BY TEACHERS FOR 217 MECEP PUPILS IN THE FALL, 1989 (PRE-TEST) AND SPRING, 1990 (POST-TEST), AS DETERMINED BY AN ANALYSIS OF AFFECTIVE RATING SCALE (ARS) DATA.

#	Objective Description	ARS Items	MEANS					Attainment of Objective
			VF 1	F 2	S 3	I 4	VI 5	
14	Preference Value Teacher	5, 6, 10		Post 2.4		Pre 3.8		Yes
15	Self-Control	13, 14			Post 2.9	Pre 3.5		No
16	Positive Peer Interaction	1, 3, 11			Post 2.9	Pre 3.9		Yes
17	Initiates Activities	15, 17			Post 3.0	Pre 3.8		No
18	Positive Work Attitude	7, 12			Post 2.6	Pre 3.6		Yes
19	Curiosity	2, 4 8, 9			Post 2.6	Pre 3.8		Yes
20	Creativity	16, 18				Post 3.4	Pre 4.2	No

*Preformance Standard -- pre- to post-test increases will average 20% or more relevant ARS items (i.e., a change of at least one scale point on the instrument in a positive direction).

Pre- Grand Mean = 3.8
Post-Grand Mean = 2.8
Difference = 1.0 or 20%

A review of the above data reveals the following results:

- MECEP pupils attained four of seven (57.1%) affective objectives.
- Pre- to post-test mean gains ranged from 0.6 (12.0%) to 1.4 (28.0%) points.
- The smallest mean gain (0.6) occurred on objectives 15 (Self-Control).
- The largest mean gain (1.4) was attained on objective 14 (Preference Value Teacher).

The ARS data by building are shown in Appendix F for the interested reader.

Parents Participation/Education

Parent participation has always been an important part of Saginaw's prekindergarten programming. This component is designed to provide parents with the skills they need to become directly involved in their children's education. Parents and other members of the family frequently are quite eager to provide these learning experiences for their child. The parenting component can provide them with specific information on how their interactions can contribute to their child's development.

The parent program had three main objectives:

21. 60% of the prekindergarten families will participate in the classroom or on field trips four times per year.
22. 60% of the prekindergarten families will participate in parent meetings four times per year.
23. 80% of the prekindergarten families will complete with the child, nine home activities and return them to school.

The evaluation of this year's parenting component consisted of a year-end analysis of the data collected and recorded during the year.

Parent participation is an important component of this program. Table 4 below presents a detailed view of how the program fared on each of the three objectives.

TABLE 4. ATTAINMENT OF PRODUCT OBJECTIVE AS DETERMINED BY CUMULATIVE ANALYSIS OF SEPTEMBER, 1989 TO JUNE, 1990 PARENTS AS PARTNERS MONTHLY LOGS.

Objective Number	Total Families #	Families Meeting Standards #	%	Objective Attained
21 (60%)*	500	384	76.8%	Yes
22 (60%)	500	410	82.0%	Yes
23 (80%)	500	453	90.6%	Yes

*Mastery criteria for each objective stated in percent.

As an analysis of the above data indicates, the parenting component was a success. All three objectives met the attainment standard. Parenting data by building can be found in Appendix G.

Curriculum

The curriculum objective was focused on establishing an Early Childhood Education Curriculum Committee with an intended outcome of meeting at least four times during the 1989-90 school year.

This committee was formed with twenty-three members (see Appendix H for listing of its membership). A total of six meetings were held on the following dates: November 9, 1989, February 21, March 1, March 8, March 19, and March 28, 1990. The three following noteworthy undertakings were started and/or completed:

- Adopted language portion of McGraw-Hill Kindergarten Reading program for district-wide use,
- Revision of Young Five's report card,
- Revision of first grade report card, and
- Month of Young Child Activities for April, 1990.

From the review of the data maintained by the project supervisor, it was evident that the curriculum objective (objective 24) was attained.

Community Collaboration/Participation

This objective again involves the establishment of a committee. The purpose of the committee was to encourage community collaboration and participation in the MECEP program. Instead of establishing a new committee, the program supervisor became a member of the Family Life Education Advisory Committee and used this committee as a vehicle to focus collaboration and participation (see Appendix I for list of members).

The Family Life Education Advisory Committee did meet three times, namely on October 31, 1989, January 10, 1990, and again on March 20, 1990. A number of programs/services of mutual interests were dealt with including: single parent program, teenager parent program, young parent program, STEP pilot program, consumer home economics program, ABE program, PACT program, and Department of Social Services programs and services. It seems evident that objective 25 dealing with the community collaboration and participation was attained.

Staff Development

The staff development objective (objective 26) spoke to 75% of MECEP staff participating in 75% of the inservice offered to improve instructional skills and broaden the knowledge base of staff. A review of the data maintained by the program supervisor revealed that 93.5% (29 of the 31 staff members) attended at least 75% of the inservice sessions offered. The chart below indicates the month and the major topic(s) covered during each session.

Month	Topic(s)
September	- Program Implementation
October	- Parent meetings and activities to increase parent attendance. - Department of Social Services inservice on procedures for licensing. - Developmentally appropriate steps for teaching cutting.
November	- Use of questioning techniques for story-telling activities. - High SCOPE training. - Review/discussion of prekindergarten objectives.
December	- Stages of language acquisition in young children. - Whole language unit on how to incorporate nursery rhymes into the classroom.
January	- Red Cross safety procedures for the classroom (aides) and heart treasure chest activities (teacher). - American Dairy Council presentation of health snack for the classroom.
February	- Mid-Michigan Association for the Education of Young Children (MMAEYC) Conference (teacher) and "Math Their Way" session (aides).
March	- Early Prevention of School Failure screening procedure. - High SCOPE Student Observation tools.
April	- High SCOPE Temporal Ordering of Events.

May	- Special education early childhood program referral procedures. - PK-SORT Procedures.
June	- Classification and Seriation activities for classroom use. - Science activities. - Gross Motor activities. - Motivating parent.

Recapping, 93.5% of the MECEP staff attend 75% or more of the monthly staff development sessions offered indicating that objective 26 was attained.

SUMMARY AND CONCLUSIONS

The 1988-89 Chapter 1 Prekindergarten Program served a total of 154 children at five elementary schools. A screening test was administered to each registrant at the beginning of the year as well as a screening for other "at risk" factors of becoming educationally disadvantaged was conducted to select the children who most needed this experience.

The Prekindergarten Saginaw Objective Referenced Test (PK-SORT) was used to measure product outcomes on thirteen of the 26 program objectives. The results show that the program attained eight of the nine objectives in the cognitive skills area, and three of four objectives in the psychomotor skills area. Overall, the program was able to attain eleven (84.6%) of the thirteen PK-SORT objectives.

The Affective Rating Scale (ARS) was used to measure the seven affective objectives. The results show that the program attained four of the seven (57.1%) affective objectives.

The Parents as Partners Monthly Logs was the vehicle used to measure the product outcome on the three parent participation/education objectives. These results show that all three objectives were attained (100.0%).

Finally records maintained by the MECEP program supervisor was used to measure the three objectives related to curriculum, community collaboration/ participation, and staff development components of the program. Again, a review of the results shows that all three objectives (objectives 24, 25, and 26) were attained (100.0%).

The MECEP program in its second year operation was quite successful with 21 (80.8%) of the 26 objectives being attained. This probably is in large partly due to the experienced staff the Saginaw Schools has developed over its 20 years of prekindergarten programming endeavors.

Even successful programs can be improved. A review of the process and product evaluation data indicates certain areas where refinement or adjustments can be made in aiming toward further program improvements.

RECOMMENDATIONS

The recommendations that follow are based on this year's process and product evaluations and are intended to help bring about MECEP program improvements in the following school year.

1. The teachers and program supervisor should jointly explore the probable circumstances for relatively poor achievement on objective 7 and develop an instructional management system which will lead to attaining these objectives.

2. The program supervisor and teaching staff should analyze the building results presented by objective, in order to formulate a plan to reduce differences in program impact across buildings.

3. Based on the process finding of large differences between teachers in using language production/ enhancement techniques with children, an expectation of the frequency needs to be communicated to staff and further clinical supervision to determine if these are realistic expectations.

4. The frequency of closed- to open-ended questions (approximately 60/40) seems reasonable. A review and extension on how to better phrase open-ended questions to better foster expressive language seems warranted.

5. Because of the frequent turnover of staff, possible expansion of the program in the future, and the increasing sophistication of the preschool program, a training manual and/or video needs to be developed that spells out common daily preschool practices and procedures.

6. The program supervisor and staff along with the evaluation staff should continue their work started this spring to further refine the PK-SORT. A report under a separate cover will speak to steps taken to pilot the revised items during May, 1990.

APPENDIX A

SCHOOL DISTRICT OF THE CITY OF SAGINAW

To: Dr. Cheaney, Dr. Scharffe, David Youngblade, Alvina Bebertz

From: Janet B. Joswiak, Elementary Supervisor

Date: January 30, 1990

Re: Changes in Chapter I and Michigan Early Childhood Education Preschool Rooms

As you will notice we have moved 6 Chapter I schools over to MECEP schools:

Chapter I Schools - Fall 1989

Baillie	1.0
Coulter	.5
Emerson	1.0
Haley	1.0
Heavenrich	1.0
Houghton	1.0
Jones	1.0
Longfellow	1.0
Loomis	1.0
Morley	.5
Rouse	1.0
Salina	.5
Webber El	1.0
	11.5

Chapter I Schools - January 1990

Emerson	1.0
Houghton	1.0
Jones	.5 *
Longfellow	1.0
Loomis	1.0
Rouse	1.0
	5.5

*Jones dropped from full day to half day due to drop in enrollment

MECEP Schools - Fall 1989

Fuerbringer	.5
Handley	.5
Herig	1.0
Jerome	1.0
Kempton	.5
Longstreet	.5
Merrill Park	1.0
Morley II	.5
Webber El II	.5
Zilwaukee	.5
	6.5

MECEP Schools - January 1990

Baillie	1.0
Coulter	.5
Fuerbringer	.5
Haley	1.0
Handley	.5
Heavenrich	1.0
Herig	1.0
Jerome	1.0
Kempton	.5
Longstreet	.5
Merrill Park	1.0
Morley	1.0
Moore	.5 *
Salina	.5
Webber I	1.0
Webber II	.5
Zilwaukee	.5
	12.5

*a new half day PreK room was opened at John Moore in January

PART D -- NARRATIVE PROGRAM DESCRIPTION (continued)

6. EVALUATION: Describe plans and methods for evaluating the accomplishment of your program goals/objectives for each program component. Indicate how this differs from the 1988-89 evaluation process.

Program Goals/Objectives	Method to be Used to Evaluate	How Different From 1988-89
COGNITIVE:		
1. Physical Knowledge	80% of the pupils will respond correctly to 2 of 3 items related to physical knowledge on the PK SORT.	80% of the pupils will respond correctly to 2 of 3 items related to physical knowledge on the PK SORT.
2. Social Knowledge	80% of the pupils will respond correctly to at least 3 of 4 items related to social knowledge on PK SORT.	80% of the pupils will respond correctly to at least 3 of 4 items related to social knowledge on PK SORT.
3. Knowledge: Classification	50% of the pupils will successfully apply two criteria for sorting: color and/or form on the PK SORT.	50% of the pupils will successfully apply two criteria for sorting: color and/or form on the PK SORT.
4. Knowledge: Logical-Mathematics Seriation	70% of the pupils will answer at least 1 of 2 related items on PK SORT.	70% of the pupils will answer at least 1 of 2 related items on PK SORT.
5. Spatio-Temporal Knowledge: Structure Of Time	50% of the pupils will respond correctly to at least 50% of the related items on PK SORT.	50% of the pupils will respond correctly to at least 50% of the related items on PK SORT.

(Attach additional sheets as needed)

Describe what is in place to evaluate the state funded preschool children's progress and families' involvement after the children have transitioned to kindergarten and first grade.

The MECEP Program evaluates children's progress using the Prekindergarten Saginaw Objective Referenced Test (SORT). SORT measures progress on cognitive and psychomotor dimensions. The Affective Rating Scale is used to measure the affective behaviors. Parent involvement is also monitored. This information is compiled in formal written evaluation reports which examine both process and product evaluation. In Kindergarten and First Grade students will be tracked by computer and will be tested annually with the California Achievement Test pre- and post. This information will be shared with the parents.

PART D -- NARRATIVE PROGRAM DESCRIPTION (continued)

6. EVALUATION: Describe plans and methods for evaluating the accomplishment of your program goals/objectives for each program component. Indicate how this differs from the 1988-89 evaluation process.

Program Goals/Objectives	Method to be Used to Evaluate	How Different From 1988-89
COGNITIVE (Continued):		
6. Expressive Language: Labeling	85% of the pupils will label at least 4 objects in a picture on the PK SORT.	85% of the pupils will label at least 4 objects in a picture on the PK SORT.
7. Expressive Language: Mean Length Of Utterance	80% of the pupils will use at least 3 of 5 elements of fluency on PK SORT.	80% of the pupils will use at least 3 of 5 elements of fluency on PK SORT.
8. Expressive Language: Semantics	65% of the pupils will use at least 3 of 5 semantic elements on PK SORT.	65% of the pupils will use at least 3 of 5 semantic elements on PK SORT.
9. Expressive Language: Plot Extension/ Expansion	50% of the pupils will use at least one element of plot extension in their description on the PK SORT.	50% of the pupils will use at least one element of plot extension in their description on the PK SORT.
10. Fine Motor Coordination	80% of the pupils will perform at least 3 of 4 activities on the PK SORT.	80% of the pupils will perform at least 3 of 4 activities on the PK SORT.

(Attach additional sheets as needed)

Describe what is in place to evaluate the state funded preschool children's progress and families' involvement after the children have transitioned to kindergarten and first grade.

PART D -- NARRATIVE PROGRAM DESCRIPTION (continued)

6. EVALUATION: Describe plans and methods for evaluating the accomplishment of your program goals/objectives for each program component. Indicate how this differs from the 1988-89 evaluation process.

Program Goals/Objectives	Method to be Used to Evaluate	How Different From 1988-89
PSYCHOMOTOR:		
11. Spatio-Temporal Knowledge: Structuring Of Space (Order)	65% of the pupils will correctly pattern a topological relationship on the PK SORT.	65% of the pupils will correctly pattern a topological relationship on the PK SORT.
12. Representation At The Symbol	65% of the pupils will copy 3 of 4 shapes on the PK SORT.	65% of the pupils will copy 3 of 4 shapes on the PK SORT.
13. Gross Motor Coordination	80% of the pupils will complete at least 3 of 4 movements.	80% of the pupils will complete at least 3 of 4 movements.
AFFECTIVE:		
14. Preference - Value Teacher	Pre- to post-test increases will average 20% or more on relevant Affecting Rating Scale (ARS) items.	Pre- to post-test increases will average 20% or more on relevant Affecting Rating Scale (ARS) items.
15. Self-Control	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.

(Attach additional sheets as needed)

Describe what is in place to evaluate the state funded preschool children's progress and families' involvement after the children have transitioned to kindergarten and first grade.

PART D -- NARRATIVE PROGRAM DESCRIPTION (continued)

6. EVALUATION: Describe plans and methods for evaluating the accomplishment of your program goals/objectives for each program component. Indicate how this differs from the 1988-89 evaluation process.

Program Goals/Objectives	Method to be Used to Evaluate	How Different From 1988-89
AFFECTIVE (Continued):		
16. Positive Peer Interaction	Pre- to post-test increases will average 20% or more on relevant Affecting Rating Scale (ARS) items.	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
17. Initiatives - Activities	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
18. Positive Work	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
19. Curiosity	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
20. Creativity	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.

(Attach additional sheets as needed)

Describe what is in place to evaluate the state funded preschool children's progress and families' involvement after the children have transitioned to kindergarten and first grade.

PART D -- NARRATIVE PROGRAM DESCRIPTION (continued)

6. EVALUATION: Describe plans and methods for evaluating the accomplishment of your program goals/objectives for each program component. Indicate how this differs from the 1988-89 evaluation process.

Program Goals/Objectives	Method to be Used to Evaluate	How Different From 1988-89
PARENT PARTICIPATION/ EDUCATION:		
21. Parent Participation	60% of the families will participate in classroom or on field trips four times per year.	60% of the families will participate in classroom or on field trips four times per year.
22. Parent Education Program: Friday Meetings	60% of the families will participate in parent meetings four times per year.	60% of the families will participate in parent meetings four times per year.
23. Parent Education Program: Home Work Activities	80% of the families will complete with the child nine home activities and return them to school	80% of the families will complete with the child nine home activities and return them to school.
CURRICULUM:		
24. To establish an Early Childhood Education Curriculum Committee	Review of meeting agendas and products developed. Committee will meet at least four (4) times during the 1989-90 school year.	Review of meeting agendas and products developed. Committee will meet at least four (4) times during the 1989-90 school year.

(Attach additional sheets as needed)

Describe what is in place to evaluate the state funded preschool children's progress and families' involvement after the children have transitioned to kindergarten and first grade.

PART D -- NARRATIVE PROGRAM DESCRIPTION (continued)

6. EVALUATION: Describe plans and methods for evaluating the accomplishment of your program goals/objectives for each program component. Indicate how this differs from the 1988-89 evaluation process.

Program Goals/Objectives	Method to be Used to Evaluate	How Different From 1988-89
COMMUNITY COLLABORATION/ PARTICIPATION:		
25. To establish an Early Childhood Education Advisory Committee	Review of meeting agendas. Advisory Committee will meet at least three (3) times during the 1989-90 school year.	Review of meeting agendas. Advisory Committee will meet at least three (3) times during the 1989-90 school year.
STAFF DEVELOPMENT:		
26. Early Childhood Education Staff will participate in inservice to improve their instructional skills and broaden their base of knowledge.	75% of the ECC Staff will participate in 75% of the inservices offered. Monthly inservice sessions will be offered during the 1989-90 school year.	75% of the ECC Staff will participate in 75% of the inservices offered. Monthly inservice sessions will be offered during the 1989-90 school year.

(Attach additional sheets as needed)

Describe what is in place to evaluate the state funded preschool children's progress and families' involvement after the children have transitioned to kindergarten and first grade.

Prekindergarten

SAGINAW OBJECTIVE REFERENCED TEST (PK-Sort)

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Superintendent, Foster B. Gibbs, Ph.D.

Rev. 0590

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APPENDIX C

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APPENDIX C

DIRECTIONS FOR ADMINISTERING

PREKINDERGARTEN SAGINAW OBJECTIVE REFERENCED TEST (PK-SORT)

This test is to be administered on a one-to-one basis. It is important that each testing situation be essentially the same for all pupils. Very careful attention should be given to the detailed instructions that are provided in these directions, as well as the instructions that are incorporated into the test itself.

All teacher directions that are included in the test will be in parentheses ( ) and are not to be read to the pupil. The teacher should be familiar with all questions as well as the materials that are to be used in administering the test. The test kit should be checked for inclusion of a complete set of the manipulative materials and flash cards. (See Appendix A for an inventory of these materials.)

In administering the test, the teacher is to score the pupil response to each item as it is given. Each item is scored on a right or wrong basis. The content of each pupil response is to be accepted by the teacher at face value. The teacher should be careful not to provide the pupil with any verbal or non-verbal signals that might influence the pupil's thinking or eventual answer.

It is appropriate for the teacher to provide help that ensures that the pupil understands the task to be performed. In order to facilitate this understanding, each set of instructions should be given and then be repeated. Some pupils benefit from a pause or a "wait time" before they are required to give a response. It is permissable to have a pupil start over if it appears that he/she has forgotten the task, or is confused as to what to do. The pupil should be given up to 30 seconds to respond to any given item. Every

attempt should be made to administer all items of the test to all pupils. The teacher should take as much time as reasonably necessary to complete the test. If appropriate, the test can be given over a number of days and in a number of settings.

Since the teacher is to judge the correctness or incorrectness of each pupil response, the directions for each test item contains a section on correct or acceptable responses. A clear understanding of the acceptable responses provided in the test instructions will ensure that the teacher can quickly and consistently score each item. Responses are to be scored and coded on the answer sheet as the pupil answers each question. The following symbols are to be used for scoring:

A for correct responses and

B for incorrect or no responses

A machine scoreable answer sheet will be used to record the pupil's responses. The teacher should carefully follow the procedures that are outlined in the "Directions for Completing the Prekindergarten SORT Answer Sheets". These directions will be included in the packet containing the machine scoreable answer sheets.

APPENDIX C

PREKINDERGARTEN SORT TEST ITEMS

PART I: COGNITIVE DEVELOPMENT SUBTEST

(Remember, all statements in parentheses ( ) are intended for your use and are not to be read to the child. In recording answers on your answer sheet, you should code A = correct response and B = incorrect or no response.)

1. SAY, "Let's play a game where you have to tell me about things you cannot see."

   (Hand the pupil feely sock Number 1. It contains a metal zipper.)

   SAY, "Put your hand in the sock. Keep your hand in the sock. Take the thing that is in the sock and feel it. Tell me about it."

   (Pause. Listen for one of these acceptable responses and mark your scoring sheet accordingly.)

   Acceptable Responses

   -- Name of the object
   -- Shape of the object
   -- Use of the object
   — Name of the material of the object
   -- Texture of the object

   SAY, "Let's take a look at it. Now, let's do another one."

   (Put away sock Number 1 making sure that the zipper is put back, take out sock Number 2.)

2. (Hand the pupil feely sock Number 2. It contains a toothbrush.)

SAY, "Put your hand in the sock. Keep your hand in the sock. Take the thing that is in the sock and feel it. Tell me about it."

(Pause. Listen for one of these acceptable responses and mark your scoring sheet accordingly.)

Acceptable Responses

— Name of object
-- Shape of the object
— Use of the object
-- Name of the material of the object
— Texture of the object

SAY, "Let's take a look at it. Now, let's do another one."

(Put away Number 2 making sure that the toothbrush is put back, take out sock Number 3.)

- - - -

4. SAY, "Now let's take a look at some pictures and talk about them."

(Show the child the picture marked with the Number 4 on the back. As you are holding it follow these directions.)

SAY, "Tell me who this worker is. What does s/he do?"

(Pause for response, listening for one of the acceptable responses listed below.)

Acceptable Responses

-- Name of the role or title of the worker or
-- A description of what s/he does or how the worker helps us.

(Mark your scoring sheet accordingly.)

5-7. (Put away picture Number 4 and continue following the same directions for pictures 5, 6, and 7. Remember to mark on your scoring sheet after each question.)

- - - -

9. SAY, "In just a minute we will play a game with some circles and triangles which should be lots of fun."

(Open the envelope marked item Number 9 and randomly place the shapes in front of the pupil. As you describe what the pupil is to do, gesture with your hands to represent two piles.)

SAY, "Put the shapes that are the same into two piles. All the shapes in each pile should be alike."

(Pause for the child to group the shapes. Make sure that the groups are correct according to the acceptable response listed below.)

Acceptable Response

— Grouping according to form

(Mark your scoring sheet accordingly.)

- -

10. SAY, "Now let's play with some toy bears. They are a family."

(Remove toy bears from envelope marked item Number 10 and allow child to play with and talk about the bear family.)

SAY, "Now, can you put this family from the biggest to the smallest?"

(Pause for the child to arrange the bears from biggest to smallest or the reverse order. Make sure that the arrangement is correct according to the acceptable responses listed below.)

Acceptable Responses

-- All four bears from biggest to smallest or
-- All four bears from smallest to biggest

(Mark your scoring sheet accordingly.)

11. SAY, "Now let's take a look at some pictures and put them in order."

(Open the envelope marked Item 11 and randomly place the four pictures in front of the child.)

SAY, "Here are four girls. Some of the girls are tall, some are short. Put the girls in a row from tallest to shortest."

(Provide a ruler as base. Pause for the child to arrange the girls. Make sure that the arrangement is correct according to the acceptable responses listed below.)

Acceptable Responses

-- All four pictures from tallest to shortest or
-- All four pictures from shortest to tallest

(Mark your scoring sheet accordingly.)

- -

SAMPLE EXERCISE

SAY, "We are going to look at some pictures. We're going to talk about what happens first, next, and last."

(Open envelope marked "Sample, 12 and 13". Take out pictures for sample item. Lay pictures on table in order of #1, #2, #3, left to right, facing child.)

SAY, "Let's do this together. Listen to the story."

Mother mixed up a cake.
She put it into the oven to bake.
Then the cake is ready to eat.

SAY, "Show me the picture that happened first."

(Pause for answer and correct if he/she has not understood directions.)

SAY, "Show me the picture that happened next."

(Pause for answer and correct child if he/she has not understood.)

SAY, "Show me the picture that happened last."

(If child gives incorrect sequence, teacher tells the story and presents pictures in correct sequence.)

12. SAY, "Let's do another story."

(Put Item 12 pictures out in order of #1, #2, #3, left ot right, facing child.)

SAY, "Listen to the story."

Daddy wrote a letter.
He walked to the mailbox.
He mailed the letter to his friend.

SAY, "Show me the picture that happened first."
(Pause for correct picture.)

SAY, "What happened next?"
(Pause for correct picture.)

SAY, "What happened last?"
(Pause for correct picture.)

Child must point to or give you pictures in correct order.

(Mark your scoring sheet accordingly and put pictures away.)

13. SAY, "Let's do another story."

(Put Item 13 pictures out in order #1, #2, #3, left to right, facing child.)

SAY, "Listen to the story."

The boy fell in the mud.
He took a bath.
Now he is all clean!

SAY, "Show me the picture that happened first."
(Pause for correct picture.)

SAY, "What happened next?"
(Pause for correct picture.)

SAY, "What happened last?"
(Pause for correct picture.)

Child must point to or give you pictures in correct order.

(Mark your scoring sheet accordingly and put pictures away.)

14. SAY, "I have a picture here out of a story book. It's part of the story, but the words are missing. Would you look at my picture and help me with the story?"

(Teacher hands child the picture from folder marked Number 14.)

SAY, "Tell me what you see in this picture."

(Pause for the child to answer. Make sure that the answer is listed below as an acceptable response.)

Acceptable Responses

-- Name at least four objects in picture

(Need not identify correctly)

For example:

dog	ball
squirrel	cars
boys	slide
girls	picnic table
baby	tree
cup	blanket
grandma	bottle
sandwich	clover
pie	flowers
glass	chair

Incorrect Responses

— Did not talk
-- Named less than four objects
— Gave irrelevant responses

(Mark your scoring sheet accordingly.)

(Child continues to use picture marked Number 14.)

15. SAY, "Tell me what you think is happening in the picture?"
"Can you tell me more about the picture?"

(Pause for the child to tell the story. Make sure that the answer is listed below as an acceptable response.)

Acceptable Response

-- Uses a sentence of 5 or more words

Incorrect Responses

-- Child does not talk
-- Uses sentences of four words or less
-- Uses phrases

(Mark your scoring sheet accordingly.)

16. (Score story given for item 15 in terms of acceptable responses given below.)

Acceptable Response

-- Uses at least 3 or 5 of the listed elements of fluency. *

Incorrect Response

-- Uses less than 3 of the listed elements of fluency. *

* Fluency consists of additional responses using:

-- Modifiers (uses adjectives or adverbs.)
-- Spatial elements (uses prepositions indicating position.)
-- Number words
-- Emotional or feeling words
-- Sequence (uses phrases to describe a series of events.)

(Mark your scoring sheet accordingly.)

17. (Child continues to hold the picture from the folder marked Number 15.)

SAY, "What do you think will happen next? What will they do when the picnic is over?"

(Pause for the child to answer. Make sure that the answer is listed below as an acceptable response.)

Acceptable Response

-- Child uses 1 or more of the elements listed below as a plot extension. * Any of the extensions below should be acceptable.

* Plot extension consists of:

-- Inferences
-- Predictions
-- Cause and effect
-- Conclusions

Incorrect Response

-- Child does not use plot extension. *

* Plot extension consists of:

-- Inferences
-- Predictions
-- Cause and effect
-- Conclusions

(Mark your scoring sheet accordingly and put the picture away.)

PART II: PSYCHOMOTOR ABILITIES SUBTEST

51. (From envelope marked Number 51, ask pupil to fold a 5" x 5" sheet of paper in half. Teacher demonstrates with a sample.)

SAY, "Fold the paper in half."

Acceptable Response

-- Using ruler, folds should show an accuracy + 3/8" in any direction.

(Mark scoring sheet accordingly.)

- -

52. (Using the same folded sheet, ask pupil to open the sheet and cut the paper on the fold.)

SAY, "Now open the sheet and cut the paper on the fold line."

(Teacher demonstrates with his/her sample.)

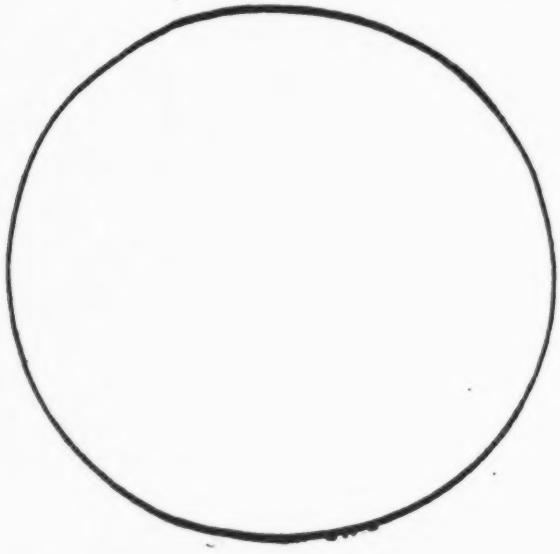
Acceptable Response

-- Using ruler, cuts should be + 1/2" from the fold.

(Mark scoring sheet accordingly.)

53. (Using a crayon from envelope Number 53, ask pupil to color inside the outline of the circle.)

SAY, "Color inside this circle. Color all of the circle."



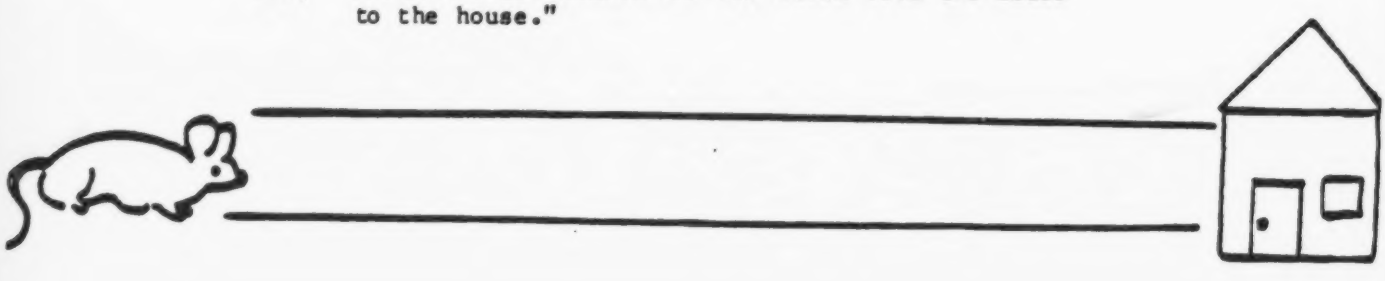
Acceptable Response

-- Using ruler, coloring marks should not exceed 1/2" at any point and approximately 2/3 rds of circle should be colored.

(Mark scoring sheet accordingly.)

54. (Using a crayon from envelope Number 54, ask pupil to draw a line between the two lines.)

SAY, "Draw a line between the two lines from the mouse to the house."



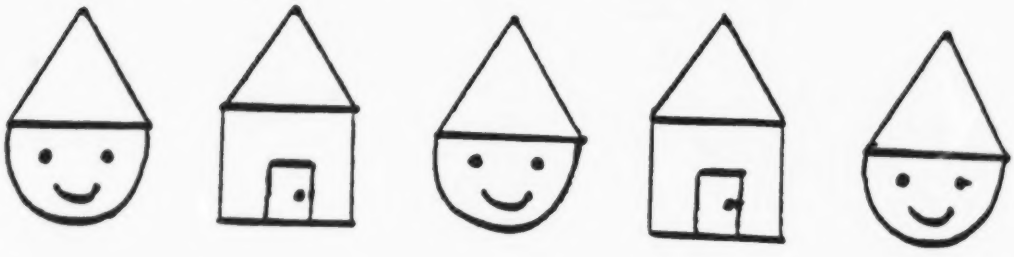
Acceptable Response

-- Crayon line must be within parallel lines and connect the mouse to the house or come within at least 1/2" of touching both the mouse and the house.

(Mark scoring sheet accordingly.)

55. (Using cut-out forms from envelope Number 55, place them on the table facing the child in the order shown below. Then take a similar set from envelope Number 55 and ask the child to make the same pattern.)

SAY, "You make your row look just like mine."



Acceptable Response

-- Linear order must be the same as the example.

(Mark scoring sheet accordingly.)

---

56. (Child must be seated across the teacher. Teacher places his/her 5 toy cars from envelope Number 56 on the oaktag circle. The teacher puts down the parking strip, one in front of the child and another at least 10 inches away from that one and parallel to it.)

SAY, "We are going to build parking lots. First, you watch how I park my cars and trucks."

(From the circle the teacher takes 5 cars and places them on teacher parking strip #2 in the same predetermined order for all children as printed on parking strip. Teacher then places the child's 5 toy cars on the oaktag circle and asks the child to park his/her cars on child's parking strip #1 to look just like the teacher's.)

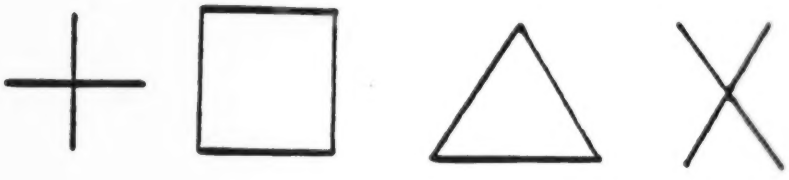
SAY, "Park your cars just like mine."

Acceptable Response

-- Linear order of cars must be the same as the teacher's order according to color.

(Mark scoring sheet accordingly.)

57-60. (Using cards from envelope Number 57-60, show one card at a time in the following order. Hand an extra sheet of paper to the child to draw the figures.)



SAY, "Draw a shape like this one."

Acceptable Response

-- See Appendix B for acceptable drawings as shown in Administration and Scoring Manual for the Developmental Test of Visual Motor Integration.

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61. (Given the directive [opportunity] to hop on one foot, the child will be able to take five consecutive hops on either foot.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

---

62. (Given a mark on the floor, the child will be able to jump over it by simultaneously lifting both feet from the floor and propelling his/her body forward and landing with feet together.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

63. (Given a directive [opportunity] to skip, as a participant in any group activity which involves skipping, the learner will be able to skip using alternate feet, for a distance of ten or more feet.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

- - - -

APPENDIX C

ATTACHMENT A

PK-SORT INVENTORY OF MATERIALS

PART I: COGNITIVE DEVELOPMENT SUBTEST

Item 1. - 1 feely sock with a zipper in it.

Item 2. - 1 feely sock with a toothbrush in it.

Item 3. - 1 feely sock with a plastic egg in it.

Items 4-7. - picture of a postman, policeman, truck driver, and snack bar attendant.

Item 8. - 4 green and 4 yellow candies (4 round and 4 rectangular)

Item 9. - 5 circles (3-3/4" diameter) and 4 triangles (3-7/8" sides)

Item 10. - 4 bears of varying heights/sizes

Item 11. - 4 girl paper dolls of varying heights/sizes and 1-12" ruler for base (9-1/2", 7-7/8", 6-1/4", and 5-1/4" tall)

Sample - 3 pictures of Mother mixing cake, baking cake, and serving cake.

Item 12. - 3 pictures of Dad writing letter, walking to mailbox, and mailing letter.

Item 13. - 3 pictures of Boy falling in mud, taking bath, and then all clean.

Item 14. - 1 picture of a picnic.

PART II - PSYCHOMOTOR DEVELOPMENT SUBTEST

Items 51-52. - 5-inch square pieces of paper and 1 pair of scissors.

Items 53-54. - paper with a 3-inch circle and a mouse/house illustration on it. (template for 3-inch circle scoring.)

Item 55. - 4 house illustrations and
6 face illustrations.

Item 56. - 2 strips of oaktag (3" x 8-1/2") for parking lots
1 oaktag circle (5-1/8" in diameter) for setting out cars and trucks
5 sets of different colored cars and/or trucks (2 per set).

Items 57-60. - oaktag flash cards (5-1/2" x 5-1/2") of a square figure, a triangle figure, a plus sign, and an "X". multiple sheets of paper set up for students to replicate figures with four quadrants.

Item 62. - 1 strip of tape or mark on the floor is needed.

Item 64. - a 2" x 4" x 10' piece of lumber or a balance board is needed.

APPENDIX C

ATTACHMENT B

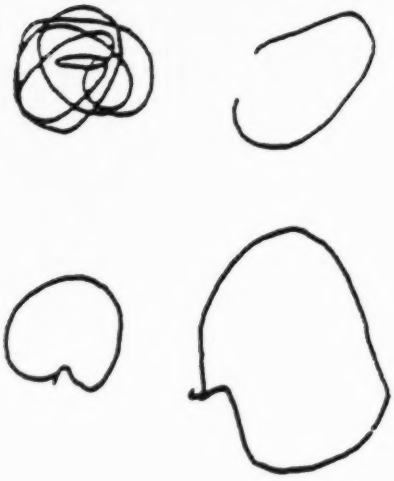
FORM 3 Circle

Scoring Criteria

Predominantly circular lines

Age Norms
(Imitated)
2.9
(Copied)
3.0

Passing



Failing

APPENDIX C

ATTACHMENT B

FORM 4 Vertical-Horizontal Cross

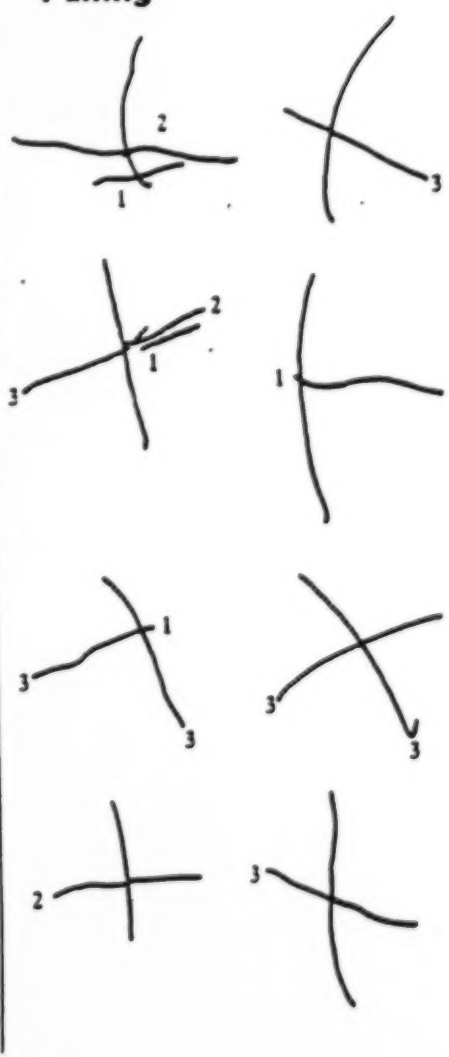
Age Norm 4;1

Scoring Criteria

1. Two fully intersecting lines — not:
2. Two continuous lines — not:
3. At least ½ of each line within 20° of its correct orientation — not:

Passing

Failing



APPENDIX C

ATTACHMENT B

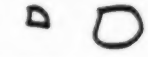
FORM 6 Square

Scoring Criteria

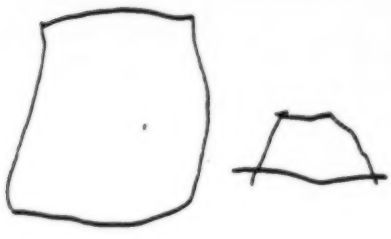
Age Norm 4.6

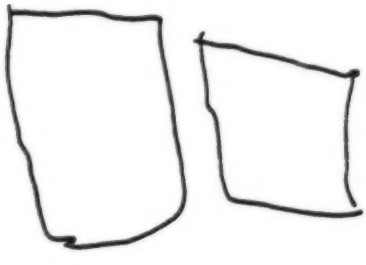
Four clearly defined *sides*
(corners need not be angular)

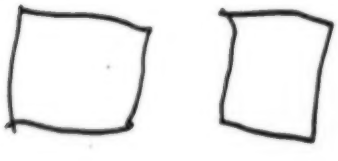
not:

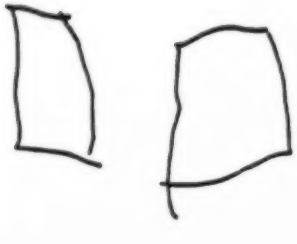


Passing

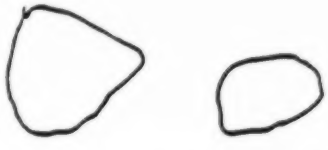


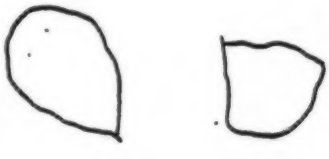


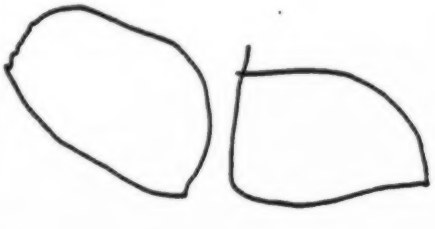


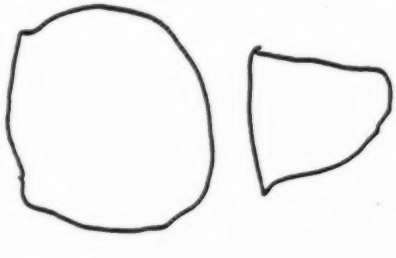


Failing









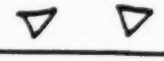
APPENDIX C

ATTACHMENT B

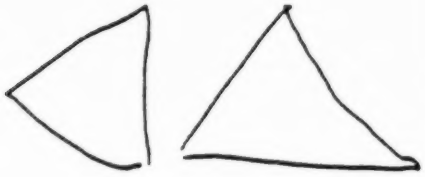
FORM 9 Triangle

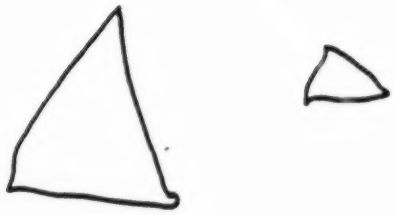
Scoring Criteria

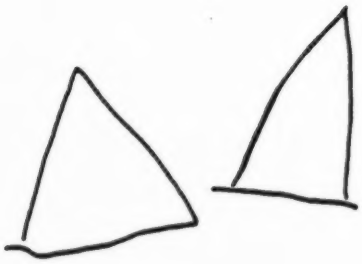
Age Norm 5;3

1. Three clearly defined sides	not:	
2. One corner higher than others	not:	

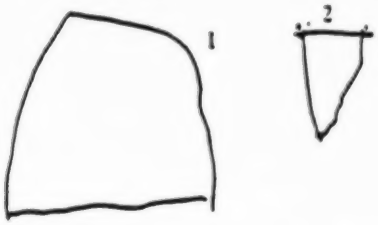
Passing

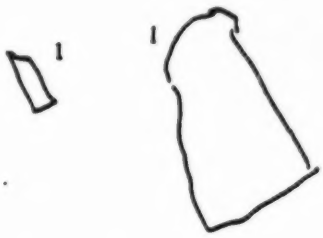


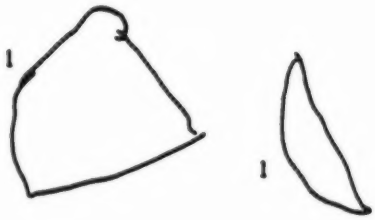


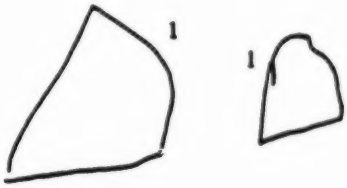


Failing









APPENDIX D

THE AFFECTIVE RATING SCALE

Teacher: _____ **School:** _____

Date: _____ **Session:** _____ a.m. _____ p.m.

DIRECTIONS: Please circle <u>one</u> of the ratings (VF for "very frequently", F for "frequently", S for "sometimes", I for "infrequently", and VI for "very infrequently") for _____
(Student's Full Name)
on each of the following behavioral dimensions.

		VF	F	S	I	VI
1.	Selects a partner	1	2	3	4	5
2.	Asks questions	1	2	3	4	5
3.	Initiates activities with others	1	2	3	4	5
4.	Explores objects in his environment	1	2	3	4	5
5.	Trusts teacher	1	2	3	4	5
6.	Initiates interaction with teacher	1	2	3	4	5
7.	Completes assignments	1	2	3	4	5
8.	Seeks information from teacher	1	2	3	4	5
9.	Seeks information from peers	1	2	3	4	5
10.	Seeks adult approval	1	2	3	4	5
11.	Interacts with other children	1	2	3	4	5
12.	Stays with same activity for 10 minutes	1	2	3	4	5
13.	Exhibits inner control during observation	1	2	3	4	5
14.	Exhibits inner control without direction	1	2	3	4	5
15.	Brings his treasures to school	1	2	3	4	5
16.	Shows flexibility in use of materials	1	2	3	4	5
17.	Attempts new activities	1	2	3	4	5
18.	Tries new ways to tackle problems	1	2	3	4	5

TABLE E. 1. COMPARISON OF THE PERCENT OF STUDENTS AT POST-TESTING ATTAINING MASTERY ON PK-SORT OBJECTIVES BY BUILDING FOR 1989-90.

Pk-Sort Objective	BUILDING																
	Baillie	Coulter	Huerbringer	Nelle Haley	Handley	Heavenrich	Herig	Jerome	Kempton	Longstreet	Merrill Park	Morley	Moore**	Salina	Webber I	Webber II	Zilwaukee
1 (80)*	100.0%	95.0%	94.4%	75.0%	100.0%	100.0%	100.0%	100.0%	95.0%	56.2%	97.4%	100.0%	92.8%	66.7%	97.3%	83.3%	95.0%
2 (80)	96.3%	100.0%	88.9%	93.8%	100.0%	100.0%	100.0%	97.3%	90.0%	75.0%	92.1%	93.1%	92.8%	86.7%	100.0%	83.3%	100.0%
3 (50)	37.0%	75.0%	83.3%	37.5%	100.0%	100.0%	64.9%	94.6%	95.0%	75.0%	89.5%	72.4%	92.8%	73.3%	70.3%	66.7%	95.0%
4 (70)	48.1%	75.0%	72.2%	34.4%	92.3%	97.0%	91.9%	86.5%	85.0%	50.0%	86.8%	62.1%	78.6%	33.3%	83.8%	72.2%	90.0%
5 (50)	55.6%	85.0%	66.7%	28.1%	100.0%	64.7%	94.6%	89.2%	85.0%	81.2%	68.4%	82.8%	92.8%	73.3%	94.6%	55.6%	95.0%
6 (85)	100.0%	100.0%	94.4%	96.8%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	94.7%	96.6%	92.8%	93.3%	100.0%	100.0%	100.0%
7 (80)	88.9%	100.0%	83.3%	34.3%	92.3%	97.0%	94.6%	97.3%	80.0%	93.8%	84.2%	86.2%	92.8%	80.0%	94.6%	94.4%	95.0%
8 (65)	77.8%	100.0%	22.2%	3.1%	46.2%	50.0%	62.1%	45.6%	20.0%	31.2%	2.6%	48.3%	0.0%	0.0%	48.6%	33.3%	40.0%
9 (50)	51.8%	100.0%	44.4%	25.0%	69.2%	94.1%	94.6%	100.0%	80.0%	75.0%	94.7%	93.1%	85.7%	60.0%	97.3%	77.8%	90.0%
10 (80)	77.8%	100.0%	83.3%	100.0%	100.0%	97.0%	100.0%	97.3%	100.0%	87.5%	92.1%	93.1%	78.6%	60.0%	91.9%	94.4%	100.0%
11 (65)	33.3%	55.0%	72.2%	71.8%	92.3%	76.5%	94.6%	83.8%	80.0%	43.8%	60.5%	62.1%	92.8%	33.3%	73.0%	44.4%	75.0%
12 (65)	33.3%	55.0%	50.0%	62.5%	46.2%	94.1%	56.8%	89.2%	75.0%	43.8%	63.2%	48.3%	71.4%	33.3%	64.9%	44.4%	45.0%
13 (80)	88.9%	90.0%	94.4%	100.0%	100.0%	97.0%	78.4%	91.9%	95.0%	62.5%	81.6%	96.6%	92.8%	93.3%	91.9%	94.4%	90.0%

*Represents criteria for each objective.
**This site opened January, 1990 and thus participants only received a one semester program.

TABLE F.1. COMPARISON OF AVERAGE PRE- TO POST-TEST CHANGE* ON THE AFFECTIVE RATING SCALE (ARS) BY OBJECTIVE AND BUILDING FOR 1989-90.

#	Objective Description	AVERAGE CHANGE									
		Fuerbringer (N=17)	Handley (N=12)	Herig (N=35)	Jerome (N=36)	Kempton (N=20)	Longstreet (N=15)	Merrill Park (N=34)	Morley (N=12)	Webber II (N=15)	Zilwaukee (N=21)
14	Preference Value Teacher	2.1	0.9	2.3	1.9	1.7	0.5	3.0	2.3	1.4	1.7
15	Self-Control	1.8	1.1	1.6	1.5	1.7	0.6	2.8	2.1	1.0	1.4
16	Positive Peer Interaction	2.0	1.0	2.3	2.9	1.5	1.2	2.6	2.3	1.1	1.6
17	Initiates Activities	2.1	1.0	1.8	1.8	1.5	0.8	2.8	1.9	1.3	1.5
18	Positive Work Attitude	2.1	1.0	2.3	2.0	1.9	0.2	2.3	2.0	1.4	2.0
19	Curiosity	2.1	1.0	2.3	2.0	1.5	0.8	2.7	2.3	1.2	1.7
20	Creativity	1.8	0.8	2.3	1.9	1.7	0.6	2.7	1.8	1.0	1.6

*Performance standard — pre- to post-test increases will average 20% or more on relevant ARS items (i.e., a change of at least one scale point on the instrument in a positive direction).

APPENDIX F

APPENDIX G

TABLE G.1. SUMMARY OF NUMBER AND PERCENT OF MECEP PREKINDERGARTEN FAMILIES ATTAINING OBJECTIVES REGARDING THE PARENTS AS PARTNERS COMPONENT BY BUILDING, 1989-90.

School	Number of Students Enrolled*	Parent Participation Objective 21		Parent Meetings Objective 22		Homework Activities Objective 23	
		#	%	#	%	#	%
Baillie	35	29	(82.9)	27	(77.1)	32	(91.4)
Coulter	22	18	(81.8)	21	(95.4)	21	(95.4)
Fuerbringer	20	15	(75.0)	10	(50.0)	20	(100.0)
Nelle Haley	35	28	(80.0)	22	(62.9)	32	(91.4)
Handley	19	8	(42.1)	11	(57.9)	18	(94.7)
Heavenrich	41	37	(90.2)	38	(92.7)	39	(95.1)
Herig	41	37	(90.2)	38	(92.7)	40	(97.6)
Jerome	41	36	(87.8)	39	(95.1)	39	(95.1)
Kempton	20	13	(65.0)	17	(85.0)	19	(95.0)
Longstreet	24	11	(45.8)	12	(50.0)	16	(66.7)
Merrill Park	41	25	(61.0)	35	(85.4)	25	(61.0)
John Moore	16	12	(75.0)	14	(87.5)	14	(87.5)
Morley	33	33	(100.0)	32	(97.0)	33	(100.0)
Salina	22	17	(77.3)	16	(72.7)	18	(81.8)
Webber I	48	32	(66.7)	43	(89.6)	47	(97.9)
Webber II	21	13	(61.9)	14	(66.7)	20	(95.2)
Zilwaukee	21	20	(95.2)	21	(100.0)	20	(95.2)
TOTAL	500**	384	(76.8)+	410	(82.0)+	453	(90.6)+

*Number of students enrolled and attending program for any length of time.
**This figure does not include duplicate students who were enrolled at two or more different sites during the year.

+Objective attainment:

--Parent participation of at least 60% for at least four school activities.
--Parent meetings of at least 60% for at least four Friday meetings.
--Homework activities of a least 80% for at least nine home activities.

APPENDIX H

SAGINAW CITY PUBLIC SCHOOLS

PREKINDERGARTEN CURRICULUM ADVISORY COMMITTEE

Janet Mascotti Joswiak	Early Childhood Supervisor
Ruth Beyerlein	Supervisor of Upper Elementary Education
Sue Shebester	Prekindergarten Teacher, Merrill Park
Kathy Koenicke	Prekindergarten Teacher, Morley
Norma Wilder	Prekindergarten Teacher, Nelle Haley
Carol VanBenschoten	Prekindergarten Teacher, Emerson
Penny Young	Prekindergarten Teacher, Longfellow
Carol Kennedy	Kindergarten Teacher, Merrill Park
Dorothy Weiss	Kindergarten Teacher, Jerome
Sherri Borchard	Kindergarten Teacher, Baillie
Kathy Morley	Kindergarten Teacher, Houghton
Lillian Osborne	Kindergarten Teacher, Fuerbringer
Janet Hartle	Young Five's Teacher, Zilwaukee
Linda Wildfong	Young Five's Teacher, Merrill Park
Charlene Bodiford	Young Five's Teacher, Kempton
Barb Larkin	Junior First Teacher, Longstreet
Sue McDole	Junior First Teacher, Emerson
Delores Williams	Junior First Teacher, Webber Ele.
Nancy Brill	First Grade Teacher, Coulter
Patty Hartman	First Grade Teacher, Coulter
Pat Williams	First Grade Teacher, Zilwaukee
Frances Wachner	First Grade Teacher, Heavenrich
Betty Stalker	First Grade Teacher, Heavenrich

APPENDIX I

FAMILY LIFE EDUCATION ADVISORY COMMITTEE MEMBERSHIP

Lizzie Milligen	Chairperson, Program Coordinator Saginaw Public Schools
Katy Dowd Ball	Saginaw General Hospital
Carole Boyd	Averill Career Opportunities Center
Jean Farrington	Averill Career Opportunities Center
Lisa Galanska	Health Delivery, Inc. Janes Street Community Center
Carole Grates	Div. Child Day Care Licensing, D.S.S.
Y.T. Gray	Administrator, Arthur Eddy Center
Willie Handley	Student, Young Parent Program, RDLLC
Latosha Harris	Student, Young Parent Program, RDLLC
Sandy Henderson	Young Parent Program, RDLLC
Lauri Howlett	STEP, Ruben Daniels Lifelong Learning Center
Janet Joswiak	Saginaw Board of Education
Mary Ellen Johnson	Saginaw County Youth Protection Council
Mercedes Kapp	Averill Career Opportunities Center
Louise Kring	Supervisor, Adult Basic Education
Teresa Lieber	PAT, Ruben Daniels Lifelong Learning Center
Pari Michalski	Health Programs Manager, RDLLC
Constance Pope	Saginaw Bay Substance Abuse Services Comm.
Joyce Rouse	Saginaw County Dept. of Public Health
Barb Russell	Kider Kare, RDLLC
Don Scott	Assistant Superintendent Saginaw Board of Education
Ron Spess	Saginaw County Youth Protection Council
Barbara Johnson Stacy	Saginaw County Juvenile Court
Susan Smith	Department of Social Services
Diane Swisher	March of Dimes
Nancy Ziozios	Young Parent Program, RDLLC